

Professional Development as a Process of Change: Some Reflections on Mathematics Teacher Development

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ABSTRACT This paper considers professional development from the perspective that teachers need to change and adjust to an ever-changing world. Teachers' views of mathematics influence the way in which they teach. For teachers to change they have to become aware of their teaching practices. It is argued that externally imposed professional development programmes do not make a sustainable difference. The commitment to change must come from within the teachers, and sustained by continuous reflection. The paper further argues that situated learning where teachers can be a part of a community of practitioners opens the doors for teachers to reflect on their daily classroom practices. Because change is a long and sometimes painful process, the factors that drive change are scrutinised. The paper concludes with arguments that the process in professional development of teachers should create an environment that caters for teachers to become aware of their classroom practices, to reflect on their teaching and take decisions, and to change their own beliefs about teaching and learning of mathematics.